

Assessment Policy and Procedure

1. Purpose

The purpose of this policy and procedure is to maintain the integrity and compliance of Illoura College's assessment system in accordance with the Outcome Standards for Registered Training Organisations 2025, ensuring that students' skills and knowledge are assessed in line with training product requirements, the Principles of Assessment, and the Rules of Evidence.

2. Key Definitions

- **Training Package** means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework (AQF).
- **Training Product** means AQF qualification, skill set, and unit of competency, accredited courses, short course and module.
- **Assessment** means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.
- **Assessment Tools** are the media (electronic or hard copy) used to gather evidence about a student's competence.
- **Principles of Assessment** ensure that assessment practices meet both the needs of students and the requirements of accredited training products. The four principles of assessment are:
 - Fairness – Assessment accommodates student needs, with reasonable adjustments where appropriate, and provides opportunities for reassessment where justified.
 - Flexibility – Assessment reflects the context of the training product and student, recognising skills and knowledge acquired through various learning pathways.
 - Validity – Assessment accurately measures the knowledge and skills described in the relevant training product or course.
 - Reliability – Assessment decisions are consistent and comparable, regardless of who conducts the assessment or when it is conducted.
- **Rules of Evidence:** In collecting evidence, Illoura College applies the Rules of Evidence to inform the assessment strategy. Assessment strategies are designed to ensure that evidence collected is:
 - **Validity** – Evidence collected must directly align with all components of the unit of competency and replicate real workplace tasks. Observation of performance or authentic workplace products is essential. Knowledge alone cannot replace demonstration of the actual task.
 - **Sufficiency** – Enough relevant evidence must be collected to show all aspects of competency, repeatedly and across varied contexts. This is guided by the unit's performance evidence requirements, including frequency and range of tasks.

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- **Authenticity** – Assessors must verify that evidence is the student’s own work. Documentary evidence must be supported or certified, and all externally submitted work must include a signed authenticity declaration. Anti-plagiarism and AI-integrity measures are also applied.
- **Currency** – Evidence must demonstrate the student’s current skills and knowledge. This is especially important for RPL, where workplace or past training experience must be verified as up to date.
- **Competency(C)** means the consistent application of knowledge and skills to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to different tasks, new situations and work environments.
- **Not Yet Competent (NYC)** is a final result recorded for the unit. It means the student has attempted all the requirements for the assessment and has not demonstrated Competency, or as not satisfying one or more of the requirements for the unit of competency.
- **Satisfactory(S)** is a result awarded for an individual assessment task where the student has met the specified assessment criteria for that task.
- **Not Yet Satisfactory (NYS)** is an assessment task grading awarded to a student who has failed to demonstrate that they are competent to the specified assessment criteria.

3. Policy

Illoura College offers appropriate assessment opportunities to all enrolled students and is committed to ensuring that all assessments are conducted in a fair, equitable, and transparent manner. Assessments are designed and implemented to meet the requirements of the relevant Training Packages or accredited courses, including compliance with the Principles of Assessment and Rules of Evidence, and to reflect current industry standards and expectations.

At Illoura College, assessment is recognised as a core educational service and a central component of our operations as a Registered Training Organisation (RTO). High-quality assessment practices ensure that student competence is accurately and consistently evaluated.

Assessment decisions at Illoura College are based on the following key determinants:

- Assessment of student skills and knowledge against the requirements of nationally endorsed units of competency from Training Packages or accredited courses
- Contextualisation and integration of relevant industry and workplace practices to reflect target industry or enterprise requirements
- Collection of evidence that complies with the Rules of Evidence: validity, sufficiency, authenticity, and currency
- Conduct of assessment in accordance with the Principles of Assessment: fairness, flexibility, validity, and reliability
- Illoura College maintains robust assessment systems to ensure assessment outcomes are consistent, defensible, and supportive of student learning and achievement.

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3.1 Assessment Tool

Illoura College uses assessment tools that align with Training Package requirements and industry standards. While some tools may be generic in nature, they are reviewed and contextualised as required to reflect learner needs, industry expectations, and specific enterprise requirements.

Staff involved in assessment must ensure that assessment tools are suitable for the target cohort and any licensing or regulatory obligations relevant to the unit of competency. All assessment activity, including Recognition of Prior Learning (RPL), is conducted in compliance with the Principles of Assessment and Rules of Evidence.

3.2 Types of assessment

3.2.1 Formative assessment

Formative assessment supports learning by providing feedback on learner progress throughout delivery. Evidence may be gathered through classroom activities, LMS-based tasks, learner workbooks, quizzes, discussions, and structured online or face-to-face activities.

3.2.2 Summative assessment

Summative assessment confirms a learner's achievement of unit competency requirements. These assessments are typically conducted at the conclusion of a unit or cluster and are benchmarked against Training Package standards.

Assessment modes may include, but are not limited to:

- Classroom or online assessments via LMS
- Workplace assessment (where applicable)
- Simulated workplace environments
- Assignments, projects, and case studies
- Practical demonstrations and observations
- RPL processes

Evidence gathering methods commonly used by Illoura College may include, but are not limited to:

- *Projects*: The student demonstrates their skills and knowledge by way of the completion of a project. The project parameters may include research, report writing and presentation activities and is normally conducted over time and requires the student to collect information regarding an aspect or aspects of their learning – on occasion projects will be done in groups.
- *Written Questions*: Written questions can be in several formats:
 - The learner is to choose the correct answer, given multiple choices or true/false options or to match information with another set of given
 - The learner is to construct the answer themselves, as in short-answer responses or longer reports or essays.

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- **Assignments:** Assignments are unsupervised pieces of work that often combine formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within a given timeline.
- **Practical demonstration at simulated Workplace:** The learner demonstrates competence by demonstrating job specific skills off-the- job (e.g. training kitchen, simulated' workshop, and industry training Centre). The learner demonstrates competence by showing steps or processes used to produce a product or service at the simulated workplace. The demonstration consists of assessor constructing practical demonstrations to test critical aspects of performance. Best practice requires a set of questions to be asked at the same time as the practical demonstration to assess the learner's underpinning knowledge.
- **Scenario:** Can be a written scenario or a type of role-play, for role-plays, see below. In the case of a written scenario, the learner is required to read a 'script' and provide an appropriate written or verbal response. The assessor should assess the learner's underpinning knowledge during this activity.
- **Role Play:** The learner is required to 'act out' a scenario to demonstrate appropriate responses to situations (e.g. meeting procedures, leadership techniques, conflict resolution, student complaint, and management techniques). In some cases, the 'acting out' will demonstrate what not to do in certain situations
- **Interview:** Learners can demonstrate competence via a verbal interaction with the assessor. This can be a useful strategy to provide formative feedback to the learner: for example, as a progress report of a negotiated assessment task to ensure that the learner is on task and/or if they require further guidance to complete the task.
- **Oral Presentations:** Learners demonstrate their competence via an oral presentation about an area of knowledge or their projects to a group that includes their assessor, their colleagues and any other interested parties.
- **Video/Audio Tape:** The learner provides video or audio recordings of their performance in the workplace/simulated workplace that is subsequently reviewed by an assessor.
- **Portfolio:** A portfolio normally comprises a written submission detailing the learner's background, experience, training and qualifications that provide evidence to the assessor that the learner has the skills and knowledge required by the unit of competency – can include samples of workplace documents.
- **Third Party Reports (as applicable):** May form part of the learner's portfolio. Workplace reports are used to demonstrate job competence directly related to a unit(s) of competence. The assessor will support an assessment decision with workplace reports where applicable.
- **Observation Checklist:** This is a checklist completed by an assessor while observing the learner undertake work activities at the workplace/simulated workplace and demonstrate processes and/or the steps to produce products.
- **Case Study:** A case study is a research method and is useful in ascertaining the learners' problem-solving techniques and underpinning knowledge. Case study methods involve an in-depth, longitudinal (over a long period of time) examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analysing information, and reporting the results. Not the same as written questions or scenarios.

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- **Journal:** The learner maintains a journal that records learning activities, skills and knowledge acquisition. Journals are examples of assessment tools designed to encourage reflective, self-directed learning. In both cases, learners are responsible for reflecting on their learning and development over time.

3.2.3 Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All students are informed of their right to apply for RPL or CT at enrolment. RPL is treated as a formal assessment pathway and must meet all assessment requirements, including the Rules of Evidence. Credit Transfer is an administrative process that recognises previously completed and equivalent units of competency. Where appropriate documentary evidence is provided, CT is granted without further assessment.

Illoura College ensures both RPL and CT processes maintain the same level of rigour and integrity as other assessment approaches.

3.3 Reasonable Adjustments to Assessment

Learners with verified needs may be provided with reasonable adjustments to assessment tasks. Adjustments are implemented without compromising competency outcomes and align with the Disability Standards for Education 2005 and the outcome standards 2.3-2.5 of the Standards for RTOs 2025. Further details are available in the Student Support Policy.

3.4 Assessment Integrity & Academic Misconduct

Illoura College upholds high standards of academic integrity. Plagiarism, collusion, or misuse of Artificial Intelligence (AI) tools in assessment is treated as academic misconduct. Students are reminded that misuse of Artificial Intelligence (AI) tools in assessments, such as submitting AI-generated work without proper authorisation or referencing, constitutes academic misconduct.

Plagiarism detection and AI-verification tools may be used to confirm the authenticity of learner submissions. Where misconduct is identified, penalties may include warnings, reassessment, re-enrolment, suspension, or cancellation, in line with the Academic Misconduct and Plagiarism Policy.

3.5 Assessment Information and Submission

3.5.1 Assessment Information

Assessment information is the information provided to both Students and Assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a student. The information includes the expected outcome of the assessment, context for the simulated assessment activity and industry information items such as codes of practice, policies and procedures, legislation and regulations.

Students will be reminded with information from their trainer about the assessment process, the context and purpose of the assessment tasks, late submission and the procedures for re-assessment/re-enrolment and appeals of assessment results, at the beginning of each new unit of competency undertaken.

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It is the student's responsibility to manage their individual study and assessment workload to ensure they are able to attend all on-campus assessment items (i.e. practical tasks, role plays) and meet all relevant assessment submission due dates. Assessment must be submitted within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting the deadline. If this is the case, Students need to apply in writing for an assessment extension.

Students are informed of the assessment requirements and Due Dates by their course Trainer/LMS which are received by the student at the beginning of each unit.

Please note that there are certain pre-requisite units in few qualifications offered by Illoura College. A pre-requisite unit is a unit of competency in which the student must be assessed as competent prior to the determination of competency in the subsequent unit. Students will be given detailed information about the pre-requisite unit at the start of the course.

Students who are assessed as Not Yet Competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These Students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment. (Fee and charges apply)

3.5.2 Assessment Submission

Students are assessed against the National Competency Standards. National Standards define the competencies comprising of knowledge and skills required for effective performance in the workplace.

Students must retain a copy of all their assessment work (including portfolios) submitted to the Trainer, until a final result for the course is formally released. Illoura College will not be responsible for misplaced assessment tasks.

Students are accountable to standards of professionalism and ethics throughout their course of study and therefore Illoura College takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. Illoura College may use a plagiarism detection system. This tool allows Trainers to compare assessment items of students to identify instances where work has been copied from another source without appropriate reference.

Special Consideration Extensions to assignment deadlines based on mitigating circumstances shall be at the discretion of the Trainer or Authorised Personnel (as appropriate) and will be granted in writing. Special consideration will be applied due to circumstances outside of the student's control that have had an adverse effect on the student's work or ability to work. Students need to apply in writing for an Assessment Extension

If the student is dissatisfied with the assessment outcome, he/she can opt to get the assessment reviewed through Illoura College assessment appeal process (ref. Assessment appeal policy).



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Students requiring additional learning support are to be brought to the attention of Illoura College Student Services so the progress of the student can be monitored closely, and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment or re-enrolment.

3.6 Reassessment Process and Procedure

Illoura College provides two (2) assessment opportunities at no additional cost to the student. The initial assessment is the first attempt and therefore the student will have one (1) free of cost remaining opportunity if they are not able to demonstrate competency on the first attempt.

Students who require additional training and re-assessment after they have exhausted their two (2) opportunities will be required to pay a fee for additional training and re-assessment.

If students are dissatisfied with an assessment outcome, they can appeal the assessment decision. Please refer to the assessment appeal policy.

The Third Assessment Attempt consists of Gap Training and Re-Assessment*

3.6.1 Gap Training and Re-Assessment (Intervention)

A student is eligible for Gap Training and Re-Assessment when their Final Result has been assessed as Not Yet Competent (NYC) or Withdrawn (W) due to partial successful results of tasks. Please note that students missing the whole units (including Structured Online learning, theory classes and practical) will not be eligible for gap training and re-assessment. They will have to re-enrol into the unit.

The students will be assessed for Gap Training or Re-assessment as per an Intervention Plan with Student Services. Students will meet with the training coordinator who will inform them on the intervention process and additional charges applicable for their gap training or reassessment.

During the intervention process, the student will be given a new Training Plan, with a new assessment submission due date. This date can be the next scheduled/available Student Break, Intake, Timetable or as a mutually agreed timeframe for their respective unit. Please note that practical skills (gap assessment) can also be assessed at students' workplace/Placement (subject to approval from Training Coordinator/Manager) if there is unavailability of timetable to assess at Illoura College workshop or to help completion of the course within the expected course duration. Skills verification at workplace checklist must be completed and submitted to record this assessment along with the required assessment relevant to the task completed.

If the student fails to submit the re-assessment as per the revised Training Plan, or if the Trainer again marks the student NYS (Not Yet Satisfactory), the student will need to re-enrol into the full unit of study again, and further fees and charges will apply.

Gap training and re-assessment can be organised during breaks or holidays, as well as alongside other units.

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3.7 Appealing an assessment outcome

Illoura College acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. Illoura College has provision for students to appeal against assessment decisions. (Refer to Assessment Appeal Policy)

Please note that Illoura College won't accept any complaint or appeal made 6 months after the completion of study. Completion of study is defined as their COE proposed finish date or the date when Illoura College has cancelled their COE.

3.8 Special Consideration

- Students who experience unforeseen circumstances or have special learning needs that affect their performance in an assessment may be eligible for special consideration and reasonable adjustment to assessment.
- Special Consideration may apply to Students, who experience one of the following circumstances during training or assessment:
 - Serious illness or psychological conditions, for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
 - Bereavement.
 - Hardship/Trauma for example, victim of crime, sudden unemployment.
 - Other exceptional circumstances (to be assessed on application).
- Students seeking special consideration in the above circumstances may do so by discussing their circumstances with Illoura College Student Support Officer/Training Coordinator
- Approved applications for special consideration may be subject to one of the following outcomes:
 - Extension of submission date (not beyond 6 months or course end date)
 - Deferred Assessment
 - Additional assessment
 - No action
 - Intervention
 - Withdrawal from course without penalty
 - Resubmit/reassessment; or
 - Opportunity to recommence course, depending on availability of another date.

4. Procedure

4.1 Conduct pre-assessment validation

Conduct pre-assessment validation on all assessment tools, for all units of competency, before they are used to conduct assessment.

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4.2 Prepare for assessment

The assessor is to establish the context and purpose of the evidence to be collected; Identify and analyse the units of competency, Training Package and Illoura Colleg assessment strategy to identify the evidence requirements; and review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

4.3 Prepare the student

The assessor explains the unit of competency to be assessed and the evidence to be collected at the start of the unit. The assessor should also assess the needs of the student and where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes. Determine the student's readiness for assessment before conducting the assessment

4.4 Plan, Collect and Assess Evidence

The assessor must plan how evidence will be gathered and Collect evidence that is valid, reliable, sufficient, current, and authentic. After collecting the evidence, the assessor must map the evidence to unit requirements and record evidence and make a final judgement on the student's competence

4.5 Provide feedback on the assessment

The assessor must provide advice to the student about the outcomes of the assessment process.

4.5 Record

The assessor must record the assessment outcome in the student management system.

4.6 Reassessment:

The assessor must provide students who are assessed as not yet competent with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. Students who miss all scheduled classes (theory, practical, or online) without Compassionate or Compelling reasons will not be eligible for gap training or re-assessment. These students must re-enrol into the full unit, which may also require an extension of their CoE and attract re-enrolment fees.

4.7 Record and report the result of reassessment and appeals

The assessor must record the reassessment outcome in the student management system.



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5. Other documents to consider with this policy

Related Policies

- Advanced Standing Policy
- Complaints and Appeals Policy
- Pre-Validation Policy
- Validation Policy

Related Forms

- Complaints and Appeals form

6. Policy Information

Policy Area	Training and Assessment
Policy Version	V 1.0
Date of Effect	July 2025
Review Schedule	July 2026
Application Standard	Outcome Standards for RTOs 2025 – Standards-1.3,1.4, 1.5, 1.6, and 1.8
Responsibility	Director of Studies